

ANTHRPOP 4S03: THE ANTHROPOLOGY OF INFECTIOUS DISEASE

Winter 2020

Instructor: Samantha Price
Email: prices1@mcmaster.ca
Lecture: Thursdays 7-10pm in LRW

Office Hours: Thursdays 5:45-6:45pm,
or if this time does not work for you,
please contact me and we can set up an
alternative meeting time.

Office: CNH 512

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Course Description

This is an intensive theory and research seminar for 4th year anthropology students. In the past this course has designed and published a body of original research on the anthropology of infectious disease. This year we will be exploring the use of McMaster's Institutional Repository, MacSphere to provide an open source space for you to showcase your research.

The provisional title for this years project is: "Inequality, Stigma and Blame". It will focus on the ways pathogens and situations in society interact with and take advantage of, but also contribute to inequality, stigma and blame. This theme is quite broad, which allows you to focus researching and writing on any topic that you would like that is related to the anthropology of infectious disease. Articles will need to be framed within anthropological perspectives and ways of writing and thinking, but I encourage you to be creative in your choice of topics – I want you to be able to write about something that interests you! In addition, the goal is to make a valuable addition to the existing literature on the anthropology of infectious disease. We will aim to have your paper contribute something unique - this could be a topic that has not previously been investigated in anthropology, a novel argument, or a new perspective on an issue that has been of interest to anthropologists.

Course Objectives

By the end of the course students should be able to:

1. Describe and apply several theoretical frameworks that are used to study infectious disease from an anthropological perspective.
2. Examine and evaluate studies on infectious disease through discussions in the course and reviewing your peers projects.
3. Explain and critique options for obtaining and assessing data related to infectious disease research.
4. Plan a short discussion/activity on a topic within the course. This will be done through your group class presentations.

You will:

5. Use and improve your Critical Thinking Skills.
6. Use and improve your presentation skills through the creation and presentation of a conference style poster on a topic relevant to the course and through leading a discussion with your group.

Required Materials and Texts

- Anthropology of Infectious Disease (2015), Merrill Singer, Routledge. ISBN: 978-1-62958-044-9

- The textbook is available in the bookstore, but is also available as an ebook through the publisher if this is what you prefer. ISBN: 978-1-62958-046-3
- If you have a laptop, please bring it to class. Our classes are in an active learning classroom where those at each table can connect their computer to show different ideas, concepts, or media articles that a you may have come across during the course of this class. As per the assignment, you will be presenting to the class in a group with your peers, and someone will need a laptop to attach to the system to present your powerpoint.
- You are encouraged to feel free to share during class. If you do not have a laptop, please note that you will not be excluded from this opportunity. You may share the links, or email me the document you want to show the class.

Class Format

This course will primarily be seminar and discussion based. Each week I may begin with some shorter lectures to introduce or clarify key concepts before we begin our larger discussions. Most weeks we will also have groups leading a discussion on some of the material for that week. Throughout the course, there will also be active learning activities to have a variety of ways to engage with the material.

Course Evaluation – Overview

Assessment	Due Date	Intended Learning Outcomes Addressed	Weight
1. Participation	Expected each class	#1, 2, 3, 4, 5	15%
2. Class Presentation	To be Determined in 1 st class	#1, 2, 4, 6	10%
3. Poster/Paper Proposal	January 30	#1, 2, 3	10%
4. Paper Outline/Draft	February 27	#1, 2, 3, 5	10%
5. Peer Review of Paper draft	March 5	#2, 3, 5	5%
8. Poster	Send Final copy April 1	#1, 2, 3, 4, 5, 6	25%

Assessment	Due Date	Intended Learning Outcomes Addressed	Weight
	Poster symposium April 2 in class		
9. Final Paper	April 11	#1, 2, 3, 4, 5, 6	25%
			TOTAL: 100%

Course Evaluation – Details

Participation (15%), expected each class

This is a fourth-year seminar course, and participation is expected from everyone in these discussions. Discussions are a way for you, as the learners, to take the knowledge from lecture and the readings and apply that to different scenarios; assess the validity of specific ideas; critically analyze specific concepts; etc.

Participation grades will be assigned based on participation in class discussions. Attendance will be taken, but does not guarantee full participation marks. Grades will take into account the frequency of participation, degree of preparation demonstrated by the responses given, and ability to address questions posed by the instructor and other members of the class.

Assignment 1: Class Presentation (10%), Date to be determined first class

With 1-2 other partners, you will lead a 30 minute discussion on a portion of the readings for that week. You are expected to create discussion questions or an activity to promote discussion and participation amongst your peers. You may use powerpoint or another presentation format for your presentation. To show your presentation to the class, you may show it from the connection at your pod, or may email me the presentation before class and I will bring it up for the entire class.

Assignment 2: Paper Proposal (10%), due January 30 by 6pm

This proposal will begin your research for your paper and poster that is to be presented at the end of the course. Choose a topic related to the course and within the theme Inequality, Stigma and Blame that interests you and you would like to explore further. The proposal is an opportunity to ensure you have a clear plan in place at an early stage of the course.

Your proposal should include a title, a brief description about the research you will conduct (~500 words), and a list of at least 5 appropriate academic sources that relate

to your research (i.e., academic books, articles from peer-reviewed journals, or chapters in conference proceedings). More detail will be discussed in class and provided on Avenue.

Assignment 3: Paper Outline/Draft (10%), due February 27, physical copy in class. Due to Avenue dropbox by 11:59pm.

This is your opportunity to get your first round of feedback on your paper from not just myself, but also from at least one of your peers. You will be expected to provide a draft of your term paper to your peer review partner (see next assignment) and to Avenue to Learn. There is no page limit to the outline/draft, but it must incorporate at least 10 academic sources. Please follow the format for assignments outlined below. For this class and the next assignment you will be assigned to peer feedback pairings. Be sure to bring a physical copy of your paper outline/draft to class this week as we will have some time to work in groups to provide additional opportunities for feedback. Further instructions and details will be provided on Avenue.

Assignment 4: Peer Review of Paper Draft (10%), due March 5, by 6pm to both Avenue dropbox and to your peer you were assigned to.

It is important to learn how to organize and provide constructive feedback. The purpose of the peer review is for the students to provide each other with editorial feedback on the term paper prior to the poster session and final due date. This exercise provides benefits in two fold – through receiving feedback on your own paper, and increased skill in your own writing through reviewing the different writing styles and approaches of your peers. You will complete a review for the peer you were assigned to using the template/guideline provided, as well as marks and comments directly on the electronic copy of the paper your review partner will provide to you. These reviews will be submitted for grades to the appropriate Avenue to Learn dropbox. More details will be provided on Avenue.

Assignment 5: Poster (20%), due April 2 by 6pm

This assignment provides the opportunity to present the research for your term paper in person, and through a different format. We will hold a poster symposium during the last class in which you will have the opportunity to showcase your hard work to your peers and any friends or family you wish to invite. As we have the active learning classroom, we have the ability to use the screens throughout the room to show your posters rather than having to print off posters for the symposium. Based on the number of people in the course, we will have multiple sessions, so you will not be standing with your poster for the whole class. Note that this is also intended to be a space for some extra peer review and feedback. You will also receive feedback from me on your poster that is intended to be used in finalizing and refining your paper. Further instructions and expectations will be presented separately in class and posted to Avenue.

Please note that 10% of this grade will be towards your actual, finished poster, and 10% will be towards your presentation of your poster, including your ability to discuss your research and poster. This will be based upon discussions with myself (and potential guest judges).

Assignment 6: Term Paper (25%), due April 14 by 3pm

This paper will be the culmination of the work you have completed this term. After receiving feedback from both the peer review and comments from the poster session, students are expected to take the time to edit, reconfigure, and refine their final copy of their paper. The deadline for the term paper gives you ~1.5 weeks after the poster session to do this work.

The term paper is to be 12-14 pages long, double spaced, 12 point font, 1-inch margins, as described below in the submission of assignments. The final step for this paper will be to upload it onto MacSphere, providing an open source space to share your research. The details of uploading your paper will be provided with further instructions and expectations on Avenue.

Weekly Course Schedule and Required Readings

Week 1 (January 6-10)

**January 9 – Introduction, Housekeeping,
How do we study infectious disease?**

Recommended Readings: Singer (2015), Introduction

Notes: We will be choosing the week for class presentations in this class. Therefore it is imperative to attend the first class and come talk to me ASAP if you were not present/have not signed up.

Week 2 (January 13-17)

January 16 – Defining the Anthropology of Infectious Disease

Readings: Singer (2015), Chapter 1 - Defining the Anthropology of Infectious Disease: Toward a Biocultural/ Biosocial Understanding

Additional article: TBD

Notes: In-class presentations start this week

Week 3 (January 20-24)

**January 23 – Other Theoretical Approaches for Infectious Disease
Research**

Readings: TBD

January 23 – The Responsibilities of Sharing Research

Readings: TBD

Week 4 (January 27-31)

January 30 – The Microbial World

Readings: Singer (2015), Chapter 2 – Denizens of the Microbial World

Notes: Paper Proposal due

Week 5 (February 3-7)

February 6 – More Than Human, The Microbiome and Relation to Disease

Readings: Singer (2015), Chapter 3 – More Than Human

Additional Readings: Benezraa, A., DeStefanoa, J., & Gordona, J. I. (2012). The Anthropology of microbes. Proceedings of the National Academy of Sciences.

Week 6 (February 10-14)

February 13 – The Data: Sources

Readings: TBD

February 13 – The Data: Qualitative vs. Quantitative Data

Readings: TBD

Week 7 (February 17-21)

Reading Week

Week 8 (February 24-28)

February 27 – The Environment and Infectious Disease

Readings: Singer (2015), Chapter 4 - Environmental Disruption, Pluralea Interactions, and Infectious Diseases

Notes: Paper Outline/Draft due, bring a physical copy to class

Week 9 (March 2-6)

March 5 – Emergent, Reemergent, and Drug-Resistant Infectious Agents

Readings: Singer (2015), Chapter 5 - Emergent, Reemergent, and Drug-Resistant Infectious Agents

Additional Reading: TBD

March 5 – Poster Format

Readings: Watch the youtube video posted on Avenue regarding the poster format

Notes: Peer Review due to dropbox and the author of the paper

Week 10 (March 9-13)

March 12 – Syndemics

Readings: Singer (2015), Chapter 6 – Infectious Disease Syndemics

Additional Reading: TBD

Week 11 (March 16-20)

March 19 – Inequality and Political Ecology, Structural Violence

Readings: Singer (2015), Chapter 7 - Inequality, Political Ecology, and the Future of Infectious Diseases

Week 12 (March 23-27)

March 26 – Applying a Critical View to the Study of Infectious Disease

Readings: TBD

Week 13 (March 30-April 3)

April 2 – Poster Symposium!

Readings: No readings, this will be your chance to show off all of your hard work this term and your chance to discuss your research and show it off to your peers, the department and family and friends if you so wish.

Notes: Please send the final draft of your poster by March 31 at 3pm so I may prepare questions to asked during your oral presentation of your poster. Have your poster ready to go for the start of class on April 2. We will discuss the order for presenting the posters the week before

Course Policies

Expectations for Students and Instructor - *To be discussed and further established in the first class.

Student expectations	Instructor expectations
<p><i>Your learning</i> – it is your responsibility to keep up with the readings – do not leave them until the night before the exams. Attendance in this class is essential if you want to do well in this course. You are expected to think about the readings and integrate them into the information and concepts presented during lecture and the discussions.</p>	<p><i>Your learning</i> – it is my responsibility to come prepared to class each week to facilitate the discussions and teach (when necessary) on the material for that week.</p> <p><i>Classroom behavior</i> – I promise to be engaged and to enthusiastically discuss and facilitate the material in each class. I also promise to be open to</p>

Student expectations	Instructor expectations
<p>Classroom behavior – Please do not be afraid to ask questions or provide constructive comments! If you do not understand something, or if I have gone over a concept too fast, stop me and ask a question. Chances are if you do not understand something, other people in the class are in the same position. Please listen and respect others in the course.</p> <p>Please ensure that cell phones are turned off or on silent (including text messaging, Twitter, etc...) and arrive on time for class. If you have to leave class early, please sit near one of the exits.</p> <p>Laptop computers may be used in class for taking notes and are encouraged to be used to show any new material (news articles, advertisements, etc.) that you find during discussions. But, students using their computers for any other purpose (e.g., checking Face-book) will be asked to turn their computers off.</p>	<p>any and all questions made during class or sent in emails.</p> <p>I will listen and be respectful of student's views</p> <p>Cell phone – I promise to have my cell phone on silent during class and to not use it. The exception for this will be when I use it for a timer during active learning activities.</p> <p>Availability – I will be available during my office hours each week, as well as for appointments at other times if the posted office hours do not work for your schedule. I will be in class at least 5 minutes before and after class.</p> <p>Grading and Assignments – I will grade objectively, consistently and in a timely manner. I will accommodate for differences in students' learning.</p>
<p>Please remember, if you have any questions, comments or concerns, to let me know right away. I welcome any feedback that you may have. I will also periodically open up the floor in class for feedback on activities and assignments.</p>	

Submission of Assignments

All assignments should be submitted digitally via Avenue to Learn. Assignments will not be accepted in any other form (unless stated otherwise), and if students encounter errors with submitting assignments on Avenue they will be expected to notify me prior to the deadline.

Please have all assignments (apart from the poster) written in Times New Roman, 12-pt font with 1 inch margins. You may use any citation style of your choosing (APA, AAA, etc.), just remember to be consistent throughout your document.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

A penalty of 5% per day will be applied to late assignments (that were not discussed with me at least one day prior to the deadline) for **a maximum of 4 days**, including weekends. After 4 days, assignments will no longer be accepted, and a grade of zero will be assigned.

Absences, Missed Work, Illness

Students who will be absent from class or expect to miss work for any reason should notify me prior to the class time or deadline. Extensions may be granted for illness, provided students discuss this with me at least one day before the deadline. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar, "Requests for Relief for Missed Academic Term Work." If you have any questions about the MSAF, please contact the Associate Dean's office. [Requests for Relief for Missed Academic Term Work](#)

Note that if an MSAF is used for an assignment, there will be no grade redistribution. In the case of a missed deadline for the assignment, a new deadline will be allotted.

Course Materials and Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Lectures will be presented using Power Point, **abbreviated** versions of which will be posted weekly on A2L. Grades will also be posted on A2L. You must be registered in the course to have access to the 4S03 site.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [Academic Integrity](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [Academic Integrity](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in

extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.